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THE COMMONWEALTH OF MASSACHUSETTS

State Teachers College at Fitchburg

Annual Catalog
1944

THE COMMONWEALTH OF MASSACHUSETTS

DEPARTMENT OF EDUCATION

STATE TEACHERS COLLEGE AT FITCHBURG

Accredited by the American Association of Teachers Colleges

— FOUNDED 1894 —

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UNIVERSITY OF ILLINOIS

DEPARTMENT OF EDUCATION

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Commissioner of Education

PATRICK J. SULLIVAN
Director, Division of Elementary and Secondary Education
and
STATE TEACHERS COLLEGES

GEORGE H. VARNEY
Business Agent

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CALENDAR
1943 — 1944

July 5 to August 13, 1943	—	Summer Session
September 8	—	Training Schools Open
September 13	—	Freshman Orientation
September 13	—	Registration for Upper Class Students
September 14	—	First Semester Begins
October 12	—	Columbus Day
November 11	—	Armistice Day
November 24 to 28	—	Thanksgiving Recess
December 17 to January 2	—	Christmas Vacation
January 3, 1944	—	Term Begins
January 21	—	First Semester Ends
January 24	—	Second Semester Begins
February 22	—	Washington's Birthday
February 26 to March 5	—	Vacation
April 7	—	Good Friday
April 19	—	Patriots' Day
April 29 to May 7	—	Vacation
May 30	—	Memorial Day
June 3	—	Alumni — 50th Anniversary of Establishment of F. T. C.
June 3	—	Class Day
June 4	—	Baccalaureate
June 5	—	Commencement
June 23	—	Training Schools Close

College does not close at noon before vacations except at Thanksgiving and Christmas.

FACULTY

CHARLES M. HERLIHY (1927) — President
160 Pearl Street, Fitchburg
Boston Normal School — Diploma
Boston College — A.B., A.M., LL.D.
Boston University and Harvard — Courses

ELEMENTARY AND JUNIOR HIGH SCHOOL DEPARTMENTS

KATHERINE M. MCCARTY (1911) — English
86 Congress Street, Fitchburg
Northern University, Emerson — Courses
Fitchburg Normal School — Diploma (Four Years)
Fitchburg Teachers College — B.S. in Ed.
Boston University — M.S.

FLORENCE D. CONLON (1919) — Fine Arts
24 Vine Street, Leominster
Fitchburg Normal School — Diploma
Columbia, University of Chicago, London University — Courses
Boston University — B.S., M.S.

ARTHER C. HARRINGTON (1919) — Social Sciences
35 Claflin Street, Leominster
Boston University — A.B., A.M.
Clark University — Fellow

JOHN L. RANDALL (1920) — Biological Sciences
160 Pearl Street, Fitchburg
University of New Hampshire — B.S., M.S.

MARIE M. GEARAN (1922) — Education, Acting Director of Training Schools
50 Blossom Street, Fitchburg
Fitchburg Teachers College — B.S. in Ed., Ed. M.
Harvard University — Courses

CORA M. HASSELL (1922) — Librarian
Hastings Hall, Fitchburg
Hyannis Normal School — Diploma
Simmons — Courses
Boston University — B.S. in Ed.
Boston University — Advanced Courses

ANNA G. E. SIMMONS (1925) — Geography
The Johnsonia, Fitchburg
Clark University — B. Ed., A.M.
Harvard — Advanced Courses

RALPH F. WESTON (1926) — Dean of Men
50 Rogers Avenue, Fitchburg — Mathematics
Fitchburg Normal School — Diploma
University of New Hampshire — A.B., A.M.
Harvard — Courses

GERTRUDE E. BRADT (1927) — Dean of Women
Miller Hall, Fitchburg — Education
Geneseo State Teachers College — Diploma
Columbia University — B.S., A.M.
Rochester University — Courses

*HARRY F. PERCIVAL (1928) — Psychology and Measurements
Chairman of Graduate Work
Ottawa University — A.B.
University of Kansas — A.M.
Harvard University — Ed.M., Ed.D.

JOSEPHINE A. BOLGER (1929) — Physical Education
40 Garnet Street Fitchburg
Sargent School of Physical Education — Diploma
Boston University — B.S. in Ed.
McGill University — M.A.

BELLE M. NIXON (1932) — English
113 Cedar Street, Fitchburg
University of Chicago — A.B.
Columbia University — A.M.
George Peabody Teachers, University of Chicago,
Washington University — Advanced Courses

WILLIAM L. RINEHART (1936) — Penmanship
99 Love Lane, Weston
California State Teachers College — Diploma
Univesity of Pittsburg — B.S., M.A.
Harvard University, Boston University — Courses

*MICHAEL J. CONLON (1937) — English, Social Science
Holy Cross — A.B.
Boston College — A.M.
Boston University — Advanced Courses

CORNELIUS S. DONOGHUE (1937) — Education, Social Science
303 Blossom Street, Fitchburg
Temporary Chairman of Graduate Work
Holy Cross — A.B.
Clark University —A.M.
Boston University — Advanced Courses

*EUGENE A. SULLIVAN (1937) — Physical Sciences
Holy Cross — A.B.
Boston University — A.M.
Boston College — M.S.
Fordham, Clark University, Boston University,
Harvard — Courses

HELEN G. CURRY (1939) — Music
50 Blossom Street, Fitchburg
Lowell Normal School — Diploma
Boston University — B.S.
Boston University — Graduate Courses

*ROGER F. HOLMES (1940) — Education, Director of Training Schools
Wesleyan University — A.B.
Boston University — Ed.M.
Yale University, Connecticut Summer Normal — Courses

*ROBERT G. ELLIOT (1941) — Physical Education
99 Snow Street, Fitchburg
Springfield College — B.P.E.
Teachers College, Columbia University — M.A.
Springfield College, State Teachers College, East Stroudsburg, Pennslyvania — Courses

GRACE McGLINCHEY (1942) — Psychology and Measurements
229 Highland Avenue, Fitchburg
Substitute for duration
Radcliffe College — A.B.
Harvard Graduate School of Education — Ed.M.
Harvard — Advanced Courses

EDWIN R. CLARK (1931) — Physical Sciences
116 Day Street, Fitchburg
Substitute for duration
Clark University — A.B.
University of Illinois — A.M.
Harvard University, Boston University — Courses

INDUSTRIAL ARTS DEPARTMENT

WILLIS B. ANTHONY (1909) — Director
109 Lincoln Street, Fitchburg
Massachusetts School of Art — Diploma (Four Years)
Massachusetts School of Art — B.S.
Fitchburg Teachers College — Graduate Courses

*C. BLAIR McLEAN (1920) — Drafting, Guidance
Oak Avenue, Lunenburg
Stout Instute — B.S.
University of Michigan — A.M.

LAWRENCE A. LANDALL (1923) — Woodworking
4 Gage Place, Fitchburg
Bradley Polytechnic Institute — B.S.
Cabinet making and Carpentry — Fifteen Years

ARTHER E. PURINTON (1926) — Metal Working
14 East Street, Fitchburg
Bradley Polytechnic Institute — B.S.
Trade Experience, Machine Shop, Metal Working — Ten Years

CLIFFORD W. HAGUE (1933) — Printing
Lancaster Avenue, Lunenburg
Lawrence College — A.B.
Harvard University — Ed. M.
University of Minnesota — Courses
Printing Experience — Seven Years

JAMES J. HAMMOND (1937) — General Shop, Director of I. A. Training
Hotel Raymond, Fitchburg
Fitchburg Teachers College — B.S. in Ed.
Harvard — Ed.M.

WILLIS A. WHITEHEAD (1941) — Drafting, Guidance
18 Thomas Street, Fitchburg
Substitute for duration
Ohio State University — B.of Arch., M.A.
Ohio State University — Graduate Courses

SCHOOLS OF OBSERVATION AND PRACTICE
JUNIOR HIGH SCHOOL

DAVID A. J. BURNS (1941) — Mathematics, Science, Acting Principal
1171 Main Street, North Leominster
Boston University — B.S. M.A.

GERTRUDE M. CUNNINGHAM (1928) — History, Civics
80 Prichard Street, Fitchburg
Fitchburg Normal School — Diploma
Boston University — B.S. Ed.M.
Boston University — Advanced Courses

HENRY P. HEALY (1929) — English, Latin
161 Central Street, Leominster
Holy Cross — A.B.
Boston University — Ed. M.

GERTRUDE L. FISKE (1931) — Household Arts
83 Grove Street, Fitchburg
University of Connecticut — B.S.
Columbia University — A.M.
Boston University — Ed.M.
Columbia University — Advanced Courses

M. CHARLOTTE MAHONEY (1932) — Mathematics, Junior Business Training
19 Ross Street, Fitchburg
Lowell Teachers College — Diploma
Hyannis Teachers College — B.S.
Columbia University — A.M.
Boston University — Advanced Courses

*Joseph E. Underwood (1937) — History, Physical Education
Holy Cross — A.B.
Fitchburg Teachers College — S.B. in Ed.
Fitchburg Teachers College, Harvard — Graduate Work

Anna Arnova Goodell (1942) — English
160 Pearl Street, Fitchburg
Substitute for duration
Hunter College — B.S. inEd.
New York University — M.A.

Josephine O'Hara (1942) — Art, Music
126 Pleasant Street, Fitchburg
Massachusetts School of Art — B.S.
University of Pittsburg and Boston University — Ed.M.

Vincent J. Glennon (1943) — Geography
5 Wachusett Street, Worcester
Fitchburg Teachers College — B.S. in Ed.
Boston University — Ed. M.
Harvard — Advanced Courses

EDGERLY SCHOOL — FIRST SIX GRADES

Louise Wingate (1929) — Principal
67 Prichard Street, Fitchburg
North Adams Normal School — Diploma
Boston University — B.S., A.M.
Harvard, Boston University, Massachusetts Institute of Technology — Courses

Elma M. Johnson (1919) — Supervisor
Box 464, Fitchburg
Fitchburg Normal School — Diploma (Four Years)
Harvard University — Adj. A.
Fitchburg Teachers College — M.Ed.

Irene L. Smith (1925) — Supervisor
Hotel Raymond, Fitchburg
Worcester Normal School — Diploma
Fitchburg State Teachers College — B.S. in Ed.
Fitchburg State Teachers College — Graduate Courses

Elizabeth Quattlander (1935) — Supervisor
49 Longwood Avenue, Fitchburg
Fitchburg Normal School — Diploma
Boston University — B.S., M.S. Ed.
Boston University — Advanced Courses

Lillian Tater (1943) — Supervisor
180 Lunenburg Street, Fitchburg
Substitute for duration
Fitchburg Teachers College — B.S. in Ed.

D. M. DILLON SCHOOL — FIRST SIX GRADES

RACHEL S. BRUCE (1927) — Acting Principal for duration
26 Caswell Street, Fitchburg
Fitchburg Normal School — Diploma
Columbia University — B.S., M.A.
National University of Mexico, Cornell University
Advanced Courses

MARY O'ROURKE (1940) — Supervisor
98 Blossom Street, Fitchburg
Salem Teachers College — B.S. Ed.
Harvard — Ed. M.

MARIE R. WHEELOCK (1940) — Supervisor
165 Snow Street, Fitchburg
Hyannis Teachers College — B.S.E.
Teachers College, Columbia University — M.A.
Southern California University and Vermont
University — Courses

ADMINISTRATION

MAUD A. GOODFELLOW (1898) — Principal Clerk, Registrar
Mt. Elam Road, Fitchburg
Fitchburg Normal School — Diploma
Fitchburg Normal School, Payson Heights, Simmons,
Harvard — Courses

RAUHA WAYRYNEN (1929) — Senior Clerk Secretary
Greenville Road, Ashby
Fitchburg Normal School — Courses

HELEN BACHELDER (1939) — Junior Clerk
Worcester Road, Townsend
Fitchburg Business College

C. BERTRAM GAY, M.D.
62 Day Street, Fitchburg

* On leave of absence for the duration.

THE FACULTY COUNCIL

The Faculty Council of six members serves to represent the faculty as a whole. Faculty committees are concerned with the college education program, faculty relations, student-faculty relations, community relations, and faculty-alumni relations. This organization facilitates a very close relationship among the faculty members as well as among the faculty, administration, and student body. Professional and social growth is promoted by this democratic plan of organization.

HISTORICAL DEVELOPMENT OF THE PROGRAM AT FITCHBURG

The State Teachers College at Fitchburg was established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. The campus occupies a twenty-eight acre site in the north central section of the city. The location is six hundred feet above sea level and commands interesting panoramic views of Mt. Wachusett to the south and Pearl Hill to the north. There are seven buildings and a greenhouse on the property. Two dormitories provide attractive living accommodations for men and women students. There are two campus training schools for children in grades I—VI, and in grades VII——IX. The junior high building is the only training school of its type in this state.

The first Industrial Arts teacher training curriculum was inaugurated at this institution in 1910. A modern industrial arts building now provides the best possible accommodations and equipment for the training of teachers of industrial arts in junior and senior high schools. This building has been used for the past two years for supplementary service in training hundreds of women for employment on defense production work in local industries.

The following men have served as the principal and president of this institution since its organization in 1894—

1894 — John G. Thompson, A.B. M.A.
1920 — William D. Parkinson, A.B., LL.B.
1927— Charles M. Herlihy, A.B., M.A., LL.D.

FACILITIES

The Administration Building (1896) provides the administration and faculty offices, 14 classrooms, 2 science laboratories, the gymnasium and a large and well selected library. This building was thoroughly renovated in 1938.

Miller Hall Dormitory (1903). This building provides room accommodations for 60 young women. Supervised by the dean of women, it also contains the quarters of the nurse who is in full-time attendance in case of need. The beautiful social rooms on the first floor are adequate in size and furnishing for social events in which all members of the hall participate.

Palmer Hall Dormitory (1912). This building provides room accommodations for 75 young men. Supervised by the faculty sponsor, it also

provides living quarters for the matron and dietitian. The Dining Hall with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby on the first floor contains facilities for various recreational activities, and student rooms are unusually convenient and comfortable.

Edgerly Training School (1899). This campus training school was erected to accommodate children in grades one to six. It contains twelve classrooms and, in addition, provides quarters for the commuting women students.

Junior High Training School (1909). This campus training school provides educational facilities for approximately 200 pupils in grades 7, 8 and 9. This building contains 7 classrooms, a household arts suite for cooking and sewing, 3 shops for junior high school boys, and a large general shop for teachers college students in the Industrial Arts Department. The college auditorium which seats about 600 is located in the junior high training school. Student assemblies, presentations of the college dramatic and musical organizations, illustrated lectures and educational motion pictures are conducted in the auditorium.

The Dillon Training School. In addition to the facilities listed above the college has the use and directon of the D. M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses 150 children in grades one to six.

It is of interest to note that the 5 campus buildings already described are connected by underground tunnels which were constructed by men students in the Industrial Arts Course. These tunnels make it possible for students in inclement weather to go from one building to another without exposing themselves to the risks of the seasons.

Industrial Arts Building (1936) . The building, erected on the northeast side of the inner campus, provides first class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: Woodworking, Printing, Drawing, Sheet Metal and Machine Shop, General Shop, and Industrial laboratory.

The Library. Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables for 85 persons. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals and new books. The library regulations, planned to secure the intelligent and democratic use of all of its materials, are under the jurisdiction of the Library Committee of seven members, representing students and faculty. The college librarian and her assistants provide constructive instruction in the effective use of the library facilities, and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the

fields of Education, Social Studies and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the N.E.A. and National Council on Education, and other pamphlets are received and filed for library use. Other special features are the selection of children's books for the use of students in training and a collection of Industrial Arts books, chosen with the active cooperation of a committee from Epsilon Pi Tau chapter of the college. The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources.

The library is open and staffed from 7:30—5:00 daily except Saturday when the hours are 9—12 A.M.

Hastings Greenhouse (1915). This very valuable asset which provides laboratory experiences to both college students and training school pupils was presented to the institution by Mr. George H. Hastings, a former member of the faculty of the Fitchburg State Teachers College. Vegetable and flower gardens, shrubbery and trees provide excellent opportunity for Nature Study.

The Athletic Field on the north border of the campus has a playing area of approximately 7 acres. Tentative plans have been accepted for a new gymnasium which will provide adequate facilities for men and women students.

THE NURSERY SCHOOL

The Nursery School, which has served as a model for the founding of the several schools of similar type throughout the entire country, is located in the Dillon Training School. Students of the college, through visitations have ample opportunity to observe the age group, two to five at work and at play. They study, under expert guidance and supervision the philosophy and basic principles of a Nursery School.

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TRAINING SCHOOLS
STUDENT TEACHING

OBSERVATION AND DEMONSTRATION

A very important phase of a teacher's professional education is the contact with actual school situations. To provide this opportunity, the College maintains three training schools with approximately 500 pupils: two elementary schools and a junior high school.

After students pursue such courses as child psychology, class-room management and methods, they are assigned to observe demonstration lessons and to participate in simple duties of class-room activities. For their actual practice teaching, students in the elementary courses are assigned to teach in one room for a semester. In the Junior High School course, stu-

dents teach for one half the semester the subject in which they are most interested; and during the other half, they have diversified practice. In the Industrial Arts Course, students teach one half of a semester in the Junior High School, and during the other half in junior and senior high schools near Fitchburg.

The majority of the students do supervised practice teaching during the last half of the junior year, or the first half of their senior year.

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REQUIREMENTS FOR ADMISSION

I. Application for Admission. Every candidate for admission to a teachers college is required to fill out a blank entitled "APPLICATION FOR ADMISSION TO STATE TEACHERS COLLEGES" and send it to the president. This blank may be secured from the principal of the high school or from the teachers college and may be filed after January 1 of the year in which the candidate wishes to enter. The blank must be filed by June 1 if the candidate desires to be considered in the first quota. Applications will be accepted after June 1, but qualified candidates who apply late will not be considered for admission until after the September examinations.

II. Blanks to be Filed by the High School Principal. The principal of the high school is expected to fill out two blanks—one giving the"HIGH SCHOOL RECORD" for each year, and the other a "RATING OF PERSONAL CHARACTERISTICS" —and send them to the president of the teachers college.

III. General Qualifications. Every candidate for admission as a regular student must meet the following requirements:

1. Health. The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences of satisfactory health.

2. High School Graduation. The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. Completion of Fifteen Units of High School Work. The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in meeting graduation requirements.

"A unit represents a year's study in any subject in a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics. The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in

the judgment of the president of the teachers college, warrent the admission of the candidate.

IV. Scholarship Requirements.

Of the 15 units presented for admission, 12 must be selected from the list given under "2g" of this section and must include the 7 units (6 in the commercial department) named in this paragraph as "prescribed." (Only 3 units may consist of any work which the high school accepts in partial 3 English units will be accepted among the required 12). The additional fulfillment of its graduation requirements.

2. Examinations.

a. Entrance examinations may be taken in June and September in any state teachers college. The exact dates are announced in the "Bulletin of Information" issued annually by the Department of Education. At the same time, students who have completed the third year in a secondary school may take preliminary examinations in any of the prescribed subjects except English.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in the prescribed subjects and by the satisfactory completion of a scholastic aptitude test.

c. In order to equalize opportunity for all applicants, students from high schools having a certificating grade of less than B (80%) whose grades satisfy the admission requirements may take teachers college entrance examinations in the necessary high school subjects for the purpose of improving their scholastic standing. The high school grades will be changed only if the examination grades are higher.

d. It is understood that candidates are not to present themselves for examination in subjects not pursued in secondary school.

e. College Entrance Board and New York Regents' examination grades may be offered for admission.

f. Units (exclusive of free electives) must be so distributed that the number offered in any field including the prescribed units, shall not be more than the following: social studies, 4 units; science, 3 units; foreign language, 5 units (no credit accepted for less than 2 units in any one language); mathematics, 3 units; commercial subjects, 2 units (for admission to commercial department, 3 units); fine and practical arts, 2 units.

g. Following in the list of subjects acceptable for admission under the restrictions detailed above:

Prescribed 7 units	
English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

V. Certification.

a. The privilege of certification is extended to public and private secondary schools and academies in the Commonwealth of Massachusetts. The teachers colleges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions herein.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the teachers colleges.

b. Applicants fully certified in 12 units of work (7 "Prescribed",5 "Limited Electives"), and submitting passing grades for 3 additional units ("Free Electives"), will be qualified for admission. (In the commercial department the distribution is 6 "Prescribed," 6 "Limited Electives," and 3 "Free Electives,")

Applicants not fully certified in one or more of the prescribed units will be examined by subject matter tests prepared by the Department of Education.

Applicants not fully certified in 5 units (6 in the commercial department) under the limited electives group will be required to submit to a comprehensive scholastic aptitude test selected by the Department of Education.

Subject matter and scholastic aptitude are given solely to qualify applicants for admission. Regardless of the results of these tests, the grades submitted by the high schools remain unchanged.

c. In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification; if the subjects continue for three or four years, the grade for one other year as well as the grade for the last year must be a certificating grade in order that 3 or 4 units may be accepted for certification.

d. Whenever waiting lists are unnecessary, applicants whose grades place them scholastically in the first quarter of their graduating class may be considered for admission provided they have successfully completed the courses in the prescribed units. In the limited electives group, such applicants may exceed the maximum number of units in any field.

	Max. No. Units in Each Field
English	
English Literature and Composition (not less than 3 units accepted)	3
Social Studies	
American History and Civics	
Community Civics	

History to about 1700	
European History since 1700	
Economics	4
Problems of Democracy	
Ancient History	
English History	
Medieval and Modern History	
World Geography	
Science	
General Science	
Biology, Botany or Zoology	
Chemistry	
Physics	
Physical Geography	3
Physiology and Hygiene	
Astronomy	
Geology	
Foreign Language	
Latin	
French	
Spanish	
German	5
Italian	
Mathematics	
Algebra	
Arithmetic	
Geometry	
College Review Mathematics	3
Trigonometry	
Solid Geometry	
Commercial Subjects	
Stenography (including Typewriting)	
Bookkeeping	2
Commercial Geography	
Commercial Law	
Fine and Practical Arts	
Home Economics	
Manual Training	
Art	2
Music	

VI. Waiting Lists. If the number of candidates for admission who have applied by June 1 is, on July 1, in excess of the number that the facilities of the teachers college will accommodate, the scholarship record and the ratings of the personal characteristics of all applicants will be evaluated

in accordance with the method stated below. Qualified candidates will then be admitted in the order of their total scores until the allowed quotas have been reached. Waiting lists established on July 1 will remain in force until after the September examinations, when new waiting lists will be established.

Scholarship will be allowed 75 points for 15 units of work. Personality will be allowed 25 points. As a basis of computing the total score from the scholarship record as submitted by the high school principal, a mark of "A" will be given 5 points; "B", 4 points; "C", 3 points; "D", 2 points. As a basis of computing the personality record which includes ten characteristics, a mark of "Excellent" will be allowed 2½ points; "Good", 2 points; "Fair," 1½ points; "Poor," 1 point.

PROMOTION AND GRADUATION

Regulations. Beginning with the entering class of 1941—42 promotion and graduation will be determined as follows;

1. A system of quality points will be adopted in all the state teachers colleges. Grades will be given the following values: A—4, B—3, C—2, D—1.

2. The number of quality points which a student receives will be determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "A" has a value of 24 quality points.

3. The average of the grades required for promotion or graduation will be 2. Thus, the work of the first year in the elementary or junior high department carries 34 semester hours of credit. A student's grades interpreted in points, must total 68 in order to obtain the average of 2. Students with an average of less than 2 must withdraw from college unless permission to repeat the work of the entire year is given by the director on the recommendation of the president for such reasons as illness, home difficulties, etc.

4. Incomplete grades for the first semester must be made up within eight weeks after the termination of the course; incomplete grades for the second semester must be made up eight weeks after the opening of college. (No course may be marked "incomplete" unless 80% of the work has been done at the time of discontinuance.)

5. The determination of quality points will be made at the end of each college year.

6. E grades can never be removed but the subjects in which they have been received must be repeated and passed before September 1 of the senior year. This is to be done in approved summer sessions, or when possible during the regular college year. Continuing subjects in which E grades have been received must be successfully repeated before the student may take advanced work.

7. The grade for a repeated course will be recorded in the college files as "repeated and passed with grade of ....."

COURSES AND DEGREES

The State Teachers College at Fitchburg offers three curricula leading to the degree of Bachelor of Science in Education in preparation for teaching in Elementary Schools, Junior High Schools and Industrial Arts Classes.

GRADUATE SCHOOL PROGRAM

The Department of Education has authorized the establishment at Fitchburg of a program of graduate work leading to the degree, Master of Education.

Candidates for admission to the Graduate School will be mailed,on request, a special bulletin containing detailed information about the requirements and the curricula which have been organized for four groups of teachers, viz: Graduates of the Elementary Course, Junior High Course and Special Departments such as Industrial Arts, House-hold Arts, Music, Commercial Work as well as graduates of Liberal Arts Colleges.

The master's thesis is required of all candidates for the Ed.M. degree. During the last four years theses have been written in the following fields; Biography, Educational Measurements and Statistics, English, Music, Psychology, School Law, Social Science, Spelling, Surveys and Vocabulary Studies.

During the summer session courses are offered by a faculty of visiting instructors and regular members of the staff. Over a period of three or four summers a wide range of courses is offered to graduate students.

VOCATIONAL EDUCATION PROGRAM

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted jointly by the college and the State Division of Vocational Education.

COOPERATIVE PROGRAM FOR NURSES

A cooperative program leading to the degree of Bachelor of Science in Education and the R.N. was organized in September, 1943. A selected group of nurses at the Burbank Hospital Training School in Fitchburg will complete 90 semester hours of the required work at the Teachers College and 30 additional hours of approved college credit courses in science courses at the hospital. These young women will spend five years under this joint arrangement in meeting the requirements for the Bachelor of Sceince in Education degree and the R.N.

For five years the College has conducted courses in psychology and sociology for the student nurses of the Burbank Hospital. Fifty such students are enrolled this year.

CLASSES FOR TEACHERS IN SERVICE

For the duration members of the College faculty are conducting classes, carrying residence credit for THE FITCHBURG TEACHERS COLLEGE DEGREE, in Boston, Springfield, and on the campus on Saturday mornings.

SUMMER SESSION

The summer session offers courses in the Graduate, General, and Industrial Arts Department. It affords opportunity for teachers in service to advance beyond normal training and to broaden their out-look. The Summer School Catalogue, mailed upon request contains details of courses and expenses.

Experienced teachers are admitted to Summer School without examination or certification, but credit towards a degree will be given to only those who have complied with the regular admission requirements.

NAVAL AVIATION CADET TRAINING PROGRAM

Enrollment 80

Amherst College and Fitchburg Teachers College are the two institutions in this state which conduct war training center programs for Naval cadets on active duty. This program has been operating since July of 1942. Our contract provides for housing, board, transportation and instruction in eight ground school courses. Gross receipts from the federal government for this work total $80,000. A net surplus of more than $20,000 has been credited to the income of this college during the past sixteen months. Under the present arrangement, one half of the instructional load in the ground school courses is carried by men on our faculty as part of their regular teaching program.

The Navy has assigned two Lieutenants (Senior Grade), a Yeoman and a Pharmacist's Mate as staff for the supervision and direction of the Naval program. In addition, two Lieutenants (Senior Grade) are assigned for flight instruction at the Fitchburg Airport.

DEFENSE TRAINING CLASSES

The machine shop and drafting rooms in our industrial arts building have been used intensively in the late afternoon and evening by the vocational training department. During the past two years, more than five hundred men and women have received pre-employment and post-employment training in the classes. At the present time, the women employees of the Cowdrey Machine Shop Company are being trained here in the afternoon and evening.

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget.

1. Fees for Residents of Massachusetts
    - A. Teachers Colleges
        1. $75.00 a year for graduate and undergraduate payable in two installments; one in Sept. and one on Feb.1.
        2. $2.50 a semester hour--Courses for part time students
        3. $5.00 a semester hour--Extension Courses
2. Fees for Non-Residents of Massachusetts
    - A. Teachers Colleges
        1. $300.00 a year for graduate and undergraduate

Payable in two installments; one in Sept. and one on Feb. 1.

2.$6.00 a semester hour Extension Courses

Board Rates. Board and room rates are established by the state Department of Education. The annual rate is $330.00

Opening of school, September, $90.00; December 1. $80.00 February 1, $80.00; April 1, $80.00

All payments must be made strictly in advance, without the presentation of bills.

Textbooks and Supplies. Students are expected to meet the expense of all necessary textbooks and supplies, at an approximate expense of $35.00

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STUDENT HEALTH SERVICE

The health of the student is checked by a complete physical examination by the physician on admission to college and by a re-examination in the senior year. These examinations include an audiometer, voice and tuberculin test and x-ray.

Following these examinations physical defects must be corrected. If a permanent disability is found after the entrance examination, a student is refused admission. During the four years, supervision is made of each student through the department of health and physical education, the deans and the nurse. The school physician makes periodic visits to check the students brought to his attention. The resident nurse is on duty in the infirmary in one of the dormitories to give the necessary attention at any time to men and women students. The deans and the instructors of physical education cooperate in advising the nurse concerning the general health conditions of the student.

The college dining hall provides a variety of healthful foods. The staff and the dietitian are available at any time for consultation regarding health problems of nutritional nature.

STUDENT GUIDANCE

Freshman Guidance. A College guidance committee composed of faculty members has charge of the organization and administration of the Freshman orientation period. This consists of campus and civic tours, physical examinations, talks by the president and deans, dormitory party, community singing and a sports program with meals and lodging in the college dormitories.

Freshman adjustment to college life is facilitated through ethics courses, conferences with deans, and a system of upper class sponsorship. Scholastic guidance during the year is based upon the results of a Freshman achievement test and an intelligence test, previous school record and personal work centering in the deans' offices.

Freshman students have four orientation periods in the use of some of the more important reference tools in the library. Individual help is given later as their assignments require other study materials.

ELEMENTARY CURRICULUM

FIRST YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
General Psychology	3	3	Biology I	4	5
English I	3	3	English II	3	3
World History I	3	3	World History II	3	3
Mathematics I	3	3	Mathematics II	3	3
Speech I	1	1	Physical Education and Hygiene II	1	2
Physical Education and Hygiene I	1	2	Fundamentals of Music	3	3
Introduction to Art	3	3		17	19
	17	18			

SECOND YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
Survey of Physical Science	4	5	English Literature II	3	3
English Literature I	3	3	Economic Geography	3	3
U. S. History	3	3	Introduction to Education	3	3
Principles of Geography I	3	3	Speech II	1	1
Physical Education III	1	2	Principles of Geography II	3	3
*Electives	3	3	Physical Education IV	1	2
	17	19	Handwriting I	1	2
			*Electives	3	3
				18	20

*Electives — Literature, Arts and Crafts, English History, Musical Form and Analysis, and Mathematics.

THIRD YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
Principles of Teaching	3	5	Teaching	8	24
Workshop in Elementary Education I	15	15	Physical Recreation	1	2
Geography				9	26
History					
Arithmetic					
Handwriting					
Health and Physical Education					
Industrial Arts					
Music					
Art					
Science					
Language					
	18	20			

FOURTH YEAR

1st SEMESTER	S.H.	C.H	2nd SEMESTER	S.H.	C.H.
History and Philosophy of Education	3	3	Art Appreciation	3	3
Educational Measurements	3	3	Chemistry I or Physics I	3	3
Sociology	3	3	Psychology of Reading Deficiencies	3	3
History of Music	3	3	Workshop in Elementary Education II	5	5
Child Study	2	2	Economics	3	3
Free Elective	3	3		17	17
	17	18			

JUNIOR HIGH CURRICULUM

FIRST YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
General Psychology	3	3	Biology I	4	5
English I	3	3	English II	3	3
World History I	3	3	World History II	3	3
Mathematics I	3	3	Mathematics II	3	3
Speech I	1	1	Physical Education and Hygiene II	1	2
Physical Education and Hygiene I	1	2	Fundamentals of Music	3	3
Introduction to Art	3	3		17	19
	17	18			

SECOND YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
Survey of Physical Science	4	5	English Literature II	3	3
English Literature I	3	3	Economic Geography	3	3
U. S. History	3	3	Introducton to Education	3	3
Principles of Geography I	3	3	Speech II	1	1
Physical Education III	1	2	Principles of Geography II	3	3
*Electives	3	3	Physical Education IV	1	2
	17	19	Penmanship I	7	2
			*Electives	3	3
				18	20

*Electives — Literature, Arts and Crafts, History, Musical Form and Analysis, and Mathematics.

THIRD YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
J.H.S. Organization and Administration	2	2	Teaching	8	24
Principles of Teaching	3	5	Physical Recreation	1	2
Secondary Education	4	4		9	26
Teaching of Handwriting	1	2			
Elective: (choose one)					
Business Mathematics	2	2			
Trigonometry	2	2			
Advanced Biology	3	4			
American Literature	3	3			
Regional Geography of North America	3	3			
or Free Election of any previous academic course available.					
Elective methods: (choose one)					
JHS Mathematics Teaching	2	2			
JHS Science Teaching	2	2			
JHS English Teaching	2	2			
JHS Social Studies	2	2			
	14-15	16-17			

FOURTH YEAR

1st SEMESTER	S.H.	C.H.
Required:		
Educational Measurements	3	3
Sociology	3	3
Elective (choose four)		
World Literature	3	3
Advanced Geometry	3	3
Chemistry I	3	4
Physics I	3	4
Physical Geography	3	3
History of Mass.	3	3
Climatology	3	3
	18	18-20

OR
Free Election of any previous academic Courses available.

2nd SEMESTER	S.H.	C.H.
Required:		
History and Philosophy of Education	3	3
Adolescent Psychology	2	2
Economics	3	3
Elective: (choose three)		
World Literature II	3	3
Calculus	3	3
Chemistry II or		
Physics II	3	4
Regional Geography of the World	3	3
Advanced Geography	3	3
Creative Writing	3	3
Recent World History	3	3
Industrial Arts	3	6
Psychology of Reading Deficiencies	3	3
The Modern Dance	3	3
Playground Supervision	3	3
Athletic Coaching	3	3
Contemporary Poetry	3	3
Contemporary Social Problems	3	3
	17	17-22

OR
Free Election of any previous academic course available.

THE INDUSTRIAL ARTS CURRICULUM

FIRST YEAR

1st SEMESTER	S.H.	C.H.
English I	3	3
Mathematics I	3	3
Physical Education and Hygiene I	1	2
Introduction to Industrial Arts	2	2
General Shop I	8	16
	17	26

2nd SEMESTER	S.H.	C.H.
English II	3	3
Mathematics II	3	3
Physical Education and Hygiene II	1	2
Organization of Industrial Arts	2	2
General Shop II	8	16
	17	26

SECOND YEAR

1st SEMESTER	S.H.	C.H.
Applied Economics	3	3
Applied Chemistry	3	3
Design in Fine & Industrial Arts I	2	2
Physical Education and Hygiene	1	2
Speech I	1	1
Shop	8	16
	18	27

2nd SEMESTER	S.H.	C.H.
Secondary Education	3	3
General Psychology	3	3
Job Analysis in Industrial Arts	2	2
Design in Fine & Industrial Arts II	2	2
Shop	8	16
	18	26

THIRD YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
English Literature I	3	3	Applied Physics	3	3
Principles of Industrial Arts Teaching	4	4	Guidance	2	2
			Conference	0	3
			Teaching	8	24
Physical Recreation	1	2			
Elective Shop	8	16			
	16	25		13	32

FOURTH YEAR

1st SEMESTER	S.H.	C.H.	2nd SEMESTER	S.H.	C.H.
United States History	3	3	Curriculum in Industrial Arts	2	2
Applied Sociology	3	3	Economic Geography	3	3
Biology I	3	3	Educational Measurements	3	3
Psychology of Adolescence	2	2	Elective Academic	3	3
Elective Shop	8	16	Elective Shop	4	8
	19	27		15	19

FIVE YEAR COURSE GIVEN AT TEACHERS COLLEGE AND BURBANK HOSPITAL SCHOOL OF NURSING IN FITCHBURG, MASS.

First Year

First Semester	S.H.	C.H.	Second Semester	S.H.	C.H.
English I	3	3	English II	3	3
General Psychology	3	3	Biology II	3	4
Biology I	3	4	Chemistry N II	3	4
Mathematics	3	3	Physics N I	4	5
Chemistry N I	3	4	Anatomy & Physiology I	3	4
Speech I	1	1	Physical Ed. & Hygiene II	1	2
Physical Ed. & Hygiene I	1	2			
	18	20		17	22

Summer

Nursing Arts and History of Nursing in the School of Nursing Vacation

Second Year

First Semester	S.H.	C.H.	Second Semester	S.H.	C.H.
English Literature	3	3	American Literature	3	3
Physics N II	4	5	Socology II	3	3
Sociology I	3	3	Adolescent Psychology	2	2
Anatomy & Physiology	3	4	Child Study	2	2
World History I	3	5	Economics	3	3
Physical Ed. III	2	2	Medical Entomology	3	3
			Speech	1	1
	18	20	Physical Ed. IV	1	2
				18	19

Summer

The School of Nursing and Vacation

Third Year

The School of Nursing — Vacation

Fourth Year

School of Nursing

Fifth Year

School of Nursing

Fifth Year

Spring Semester	**S.H.**	**C.H.**
Principles of Teaching	3	5
Electives	15	15

Summer

Completion Course
School of Nursing

THE FIVE YEAR COURSE FOR NURSES

The Burbank Hospital School of Nursing, in cooperation with Fitchburg State Teachers' College offers a five year combined college program. This course is planned to equip young women for a position of responsibility by a careful educational and professional background. It is the purpose of the school of nursing to provide, in this program, scientific and cultural courses for professional preparation for positions which require ability and intelligence of a high order.

This program enables high school graduates to begin professional preparation at the age of sixteen and one half years. It allows the student to secure both a college education and professional preparation in nursing in a shorter time than if she were to take the two courses independently. The work at the college is so planned as to have a direct relation to nursing, for example, the college science program serves as an excellent foundation for clinical instruction.

The student lives in the school of nursing during the entire five year period. A list of required expenses will be sent to each interested student. A limited number of scholarships is available at the beginning of the second year. Physical examinations are given without charge for the first two years.

Applicants interested in this course should make an effort to visit the college and school of nursing by appointment. Application for admission is made to the school of nursing.

DESCRIPTION OF COURSES

ART

Introduction to Art 3 S.H.

This course aims to develop a knowledge of the fundamentals of color and design upon which all art expression and appreciation are based. Through observation and discussion of these elements and principles in nature, in guided museum trips, in frequent exhibitions and in current art problems, the students are encouraged to consider art as a medium of expression and as a source of enjoyment.

Arts and Crafts 3 S.H.

Through experiences with oil painting, leathercraft, stenciling, woodwork, interior decoration, metalcraft, blockprinting, bookbinding, puppetry and other arts and crafts, techniques and a philosophy of this phase of art education are developed in relation to playground, scouting and summer camp programs as well as to child and adult leisure.

Design in Fine and Industial Arts I and II 4 S.H.

The study of color theory, design principles and their application in fine and industrial arts aims to develop basic knowledge, appreciation and creative ability in the field of industrial arts design.

Art Appreciation 3 S.H.

This general survey course in painting, sculpture, architecture and the minor arts from Egyptian to contemporary times aims to develop a growing interest in the beauty that has been expressed by man through the ages in line, form and color.

Handwriting I 1 S.H.

A course in technical handwriting. Instruction is given in cursive handwriting and lettering. Special attention is given to blackboard writing. The Standard Alphabet is basic to the course. This is supplemented by the study of alphabets used by contemporary handwriting systems.

EDUCATION

Introduction to Education 3 S.H.

This course is planned to orient the student in the field of education. It considers education as a social force in a democracy, the structure of the American school system and its curricula. It introduces the student to children and teachers from nursery school through the ninth grade as observed in the campus training schools. It assists him in the selection of the course which he will follow in his next two years at college.

The Principles and Techniques of Teaching 3 S.H.

This is a required pre-training course which prepares the student for the teaching which he must do in the campus training schools before his degree is granted. Three class hours a week are devoted to a study and discussion of the basic principles and techniques of teaching in the elementary school. Two hours a week are spent in observation and participation in the campus training schools.

Teaching

In this required course each student is assigned to one or more of the supervisors in the campus training schools for one semester. In a carefully supervised program he gradually asumes the responsibility and general teaching techniques as well as those suited to particular subjects and pupil age levels, planning and exercising integrated units of work,

responsibility for pupil control, planning and operating the school program and participation in professional and community relationships.

Junior High School Organization 2 S.H.

This course is designed for those who plan to teach in the Junior High School. It deals with the basic, underlying principles and with the organization, curriculum, and special features through which the Junior High School seeks to achieve its major purposes. Through trips, readings, reports, and discussions, the practical application of these principles is studied.

Secondary Education 4 S.H.

This is a required course for students preparing for Junior High School teaching, the teaching of Industrial Arts, and graduate students preparing to teach in the secondary school. Class discussions ,surveys, observation, reports and lectures are supplemented by off-campus visits to secondary schools. The aim of the course is to orient the student in the study of the major issues and the current trends in his field of secondary education with special emphasis in his elected field.

History and Philosophy of Education 3 S.H.

This course aims to give the senior student a better understanding of the problems confronting present day education through a survey of the social life, ideals, and institutions that gave direction to western civilization and education. Consideration is given the contributions of the ancient world, Christianity, the middle ages and the renaissansce, the reformation,and modern times. The devolopment and growth of the democratic ideal in education, and education in and for a democracy are emphized.

ENGLISH

English I and II 6 S.H.

The course includes a critical review of functional grammar, the principles of sentence and paragraph structure, standard usage, vocabulary building and the writing of themes. The work is supplemented by extensive reading of various types of literature.

Speech I and II 2 S.H.

A course in which speech is examined and taught as social behavior. Speech as self-expression and social communication stressed. Skill in talking and a clear and imaginative language taught.

English Literature I and II 6 S.H.

This course will give a survey of the literature from Beowulf to George Bernard Shaw. An interpretative and appreciative treatment of the major works of representative writers will be offered.

Shakespeare 3 S.H.

An analytical study of representive comedies and major tragedies will be made in this course. Character delineation and plot structure will be studied intensively.

Poetry and Drama 3 S.H.

This course attempts to familiarize the student with the various types of poetry and drama by detailed reading and study of certain typical poems and dramas.

American Literature 3 S.H.

This course purports to give the student a perspective of the development of American literature and an appreciative interpretation of

the major works. Excerpts and large literary units rather than biographical material will be used.

World Literature I-II 6 S.H.
In an attempt to tell the story of our chief heritage, a survey of the traditon of great European literature will be presented. The work begins with Homer and goes to Ibsen.

Contemporary Poetry trainers 3 S.H.
The aim of the course is to give the students a familiarity with the works of the representative poets since 1890. Emphasis will be placed on tendencies in poetry that was written immeditely before, during, and following the World War. Literary artists such as Robinson, Keats, Masefield, Sara Teasdale, Frost, and Edna St. Vincent Millay will be studied.

Creative Writing 3 S.H.
This course includes a study of the principles of creative writing and criticism of examples of fine writing. Opportunity will be given for self expression in all types of writing.

MATHEMATICS

Mathematics I and II 6 S.H.
A two semester sequence to orient the Freshman as to the meaning and possibilities of mathematics. It provides work in college algebra, trigonometry, elementary facts of analytic geometry and introduction to calculus.

Trigonometry 2 S.H.
This course includes the derivation and use of formulas, solution of right and oblique triangles in plane and spherical trigonometry.

Business Mathematics 2 S.H.
The aim of this course is to provide the background for teaching the following phases of Junior High School Mathematics: mercantile discounts problems of buying and selling, banking, installment buying, insurance, commission, taxes and investments.

Plane Analytic Geometry 3 S.H.
It deals with equations and their graphs, the straight line, the conics, etc.

Calculus 3 S.H.
This course takes up the meaning of the derivatives, the value and the development of formulas, the application to problems involving shapes maxima and minima, rates and velocities, etc.

MUSIC

Fundamentals of Music 3 S.H.
This course is organized to lay the basis for music appreciation through an understanding of the rudiments of music, the tonal and rhythmic elements, and the processes and means by which the fundamentals are applied in music composition. The course aims to develop a certain proficiency in sight reading, and to quicken the sense of hearing.

Musical Form and Analysis 3 S.H.
Students electing this course study the structure and aesthetic content of music through the examination of the great masterpieces of music to the end that they may listen purposefully and discriminatingly to the music heard today in the concert halls, in the opera house, and by means of the radio. The work of the course includes hearing much recorded

music, discussion of great contemporary artists, and attention to radio programs.

History of Music **3 S.H.**

This course is designed to trace the evolution of the art of music from medieval sacred and secular music to the present highly organized system of expression. The various stages of the evolutionary process are examined. The contributions of significant composers and representative works are discussed in conjunction with the actual hearing of the compositions, to the end that the student may grow in appreciation and true understanding of the art.

PHYSICAL EDUCATION

Physical Education and Hygiene I and II 2 S.H.

A study of health organization and the means for the maintenance of health; the laws of healthful living and the responsibility of the individual. Importance of good body mechanics.

Planned as an introduction to developmental activities including rythmic combinations, formal positions, movements, marching tactics; games of low organization and basketball skills; stunts and self-testing activities; fundamental dance steps and creative rhythms. Games of high organization; Field Hockey, Soccer, Basketball, Volleyball, Tennis and Softball.

Physical Education III and IV 2 S.H.

A course in advanced activities including refereeing and coaching Field Hockey, Tennis, Basketball, Dancing; Folk, Country, Social and Modern (elements and body building); Individual and small group games such as Badminton; Advanced Softball and Tennis during Spring term.

Physical Recreation **1 S.H.**

This course aims through recreational activities to provide exercise and relaxation for the student during the period of practice teaching. The emphasis is placed upon the health of the teacher in service.

Modern Dance **3 S.H.**

Modern Dance through rhythms, body building, improvisation and composition.

Playground Supervision **3 S.H.**

The aims, purpose and the administration of playgrounds and the playground as a social center. Philosophy and psychology of play and its place in the education of the child.

Physical Education and Hygiene I **1 S.H.**

Instruction and practice in the fundamental skills of athletic games for intramural competition.

An integrated course of instruction with the physical education program to be checked and tested throughout the student's college life for healthful living. To have the student cooperate with the college health service program.

Physical Education and Hygiene II **1 S.H.**

Instruction and practice in individual and group tumbling stunts, and apparatus exercises.

Physical Education III **1 S.H.**

Instruction and practice in the fundamental combative skills of box-

Physical Recreation **1 S.H.**

Facilities and equipment are provided for students in training to engage in a recreational program.

ing, fencing and wrestling, developed for intramural competition.

Physical Education Electives

Athletic Coaching **3 S.H.**
An introduction to the problems of instructing and developing individuals for athletic team contests.

Playground Supervision **3 S.H.**
An outline of practical suggestions for the playground recreational program.

PSYCHOLOGY AND MEASUREMENT

General Psychology **3 S.H.**
This introductory course deals with tht physiological and neurologcal aspects of mental life, the laws of thinking and learning, the differences in personality and intelligence. The fundamental goal is self-understanding and acquiring the ability to interpret the conduct of others.

Educational Tests and Measurements 3 S.H.
Elementary statistical concepts are demonstrated and employed in the construction of good teacher-made objective tests. Practice is given in the selection and administration of standardized mental and achievement tests.

Psychology of Adolescence 2 S.H.
Essential factors in the physical, intellectual, emotional and social development of the adolescent are reviewed in the light of their effect upon the adjustment of the child. Emphasis is placed on the role of emotions in the development of personality and on the community resources which may aid the teacher in handling a problem child.

Child Study **2 S.H.**
The development of the child in motor coordination, language, social and emotional maturity and mental ability up to the age of adolescence is considered in detail. Recent developments in clinical psychology of interest to the teacher in the solution of problem cases are discussed.

Psychology of Reading Deficiencies **3 S.H.**
The methods followed by Reading Clinics in their investigation of the causes, results, and remedial practices in this field are evaluated in the light of modern psychological knowledge.

SCIENCE

Biology I 4 S.H.
The objective of this course is to teach the fundamental principles of biology as related to human life and to furnish a foundation for such subjects as history, psychology, and education.
The following units are studied: action of a living cell, a series of life types, classification of plants, and animals, food and its relation to life, perpetuation of life, behavior of living things, human diseases and their control, ascent of man.

Advanced Biology 3 S.H.
In this course students pursue special lines of investigation in those branches of biology which are closely related to everyday life.

Survey of the Physical Sciences 4 S.H.
Fundamentals of astronomy, chemistry, geology, and physics integrated to furnish a basis for elementary and junior high school science teaching.

Chemistry I 3 S.H.
Fundamental concepts and theories of inorganic chemistry, for teachers in elementary and junior high school. Double laboratory period once each week.

Applied Chemistry 3 S.H.
Introductory inorganic chemistry with special emphasis on (1) applications of importance in teaching industrial arts subjects, (2) chemistry in daily living. Double laboratory period once each week.

Chemistry II 2 S.H.
Descriptive organic chemistry for students in the five-year cooperative course for nurses. Additional topics are: ammonium compounds, oxides of nitrogen, colloids, osmosis, and radioactivity.

Physics I 3 S.H.
Fundamentals of mechanics, heat, electricity and magnetism, sound, and light, intended for elementary and junior high school teachers. Solution of problems requires good command of elementary algebra. Double laboratory period once each week.

Physics II 3 S.H.
Continuation of Physics A as planned for students in the five-year cooperative course for nurses. Magnetism, electricity, sound, and light, with applications in the field of nursing.

Applied Physics 3 S.H.
Same as Physics I in scope, with constant emphasis of special interest to industrial arts teachers. Solution of problems is important. Double laboratory period once each week.

Chemistry N I and N II 3 S.H.
Required of student nurses beginning the affiliated "five-year program." This introduction to inorganic chemistry grows more specialized as the course advances and the topics important in the hospital training are emphasized (e.g. solutions and digestion). Double laboratory period once each week.

Physics N I 3 S.H.
Required of student nurses in the affiliated "five-year program." The purpose is to give an understanding of the most common apparatus and processes which the student-nurses will have to handle, e.g. otoscope, irrigating devices, oxygen tent. Fundamentals of physics illustrated in such apparatus are given first place in the course. Double laboratory period once each week.

SOCIAL STUDIES

World History I and II 6 S.H.
A survey of the development of our civilization, emphasizing the special characteristics and contributions of different periods and peoples.

United States History 3 S.H.
An interpretation of American History and the great forces both natural and social which have shaped its course.

History of Massachusetts 4 S.H.
An intensive study of the founding and founders of Massachusetts and of her colonial evolution; her participation in and contribution to our national life; both for understanding of our local institutions, and as a type study in American History.

English History
A survey of the evolution of the English people and their nation, political, social and cultural. Emphasis is placed on the growth of national unity and individual liberty under law.

Recent World History 4 S.H.
The two World Wars, their background and course; the principle notions, and international relations, since 1918; analysis of forces and problems. Special investigation and report.

Sociology I 3 S.H.
Social Problems; Community Health; and Individual Social adjustment.
A survey of specific social and environmental factors affecting the health-status of the community; principles and skills in recognizing and remedying these causal elements; and social guidance in meeting fundamental questions confronting young people in the profession of nursing today.

Sociology II 3 S.H.
In order to promote "civic competence", the functional organization of primary and secondary group experiences is evaluated in terms of social progress. Selected social problems.

Applied Sociology 2 or 3 S.H.
In cooperation with Social Agencies, a survey-analysis is made of the areas and opportunities wherein the school and other community agencies can promote social order and progress.

Economics 3 S.H.
An analysis of the economic institutions and processes in modern society in order that students might understand the interrelationships among Production, Consumption,Distribution, Exchange and Public Finance.

Applied Economics: General and Institutional Economics (N) 3 S.H.
The purpose of this course is to give the student a broader understanding of economic principles and their application to current problems. In view of professional interests and needs, methods used by successful executive and supervisors in organizing, planning, and directing the work of their institutions and in supervising employees will be evaluated.

Applied Economics 3 S.H.
The principles and practices of Economics will be considered with illustrations based specifically upon economic experiences in the field of Industrial Arts. The facts and standards of Production, Exchange, Finance, Consumption, and Taxation will be analyzed in order to broaden the students' understanding of modern economic society.

Principles of Geography I and II 3 S.H.
This course is a study of the ways in which man is influenced by his geographic environment and of the ways in which he has modified geographic conditions, such as use of air transportation of people and high-value cargo. The geographic principles controlling man's habitat illustrated by different types of geographic environment are studied. Designed as a background for all students.

Physical Geography 3 S.H.
This course is planned to acquaint the students with the elements of environment, and to show the relationship of the natural landscape to

man's activities. The latter part of this course is devoted to a study of the major physiographic regions of the world.

Climatology 3 S.H.
This course is an advanced treatment of climatology as supplied to the continents. A rapid review will be given at the beginning of the course of the climatic elements and controls and their applications to various types of climate. Emphasis will be placed on climatic influences of the world upon man's adaptation to his environment.

Regional Geography of the World 3 S.H.
The purpose of this course is to give a detailed geographic knowledge of other continents besides North America. A different continent will be chosen each semester.

Economic Geography 3 S.H.
A survey of the geographic factors influencing the production, distribution, and manufacture of raw materials, and leading trade routes of the world. The study of influences of the physicial environment in determining economic results will be given special consideration.

Advanced Geography
Weather 3 S.H.
A study of the atmosphere as a part of man's physical environment. Temperature, moisture, wind, cloud, and sunshine as natural factors influencing man's environment. Practical use of weather records and weather maps.

Political Geography 3 S.H.
A consideration of the geographical influence of the political patterns of the world. Analysis of state areas and zones of political energy. Oceanic and continental powers. Colonies. Emphasis on current events.

WORKSHOP IN ELEMENTARY EDUCATION

The following courses in special methods are being reorganized under a workshop plan.

Teaching of Writing 1 S.H.
Modern methods used in the teaching of Handwriting. Pre-testing for handwriting readiness. Teaching the beginner to write. A comparison of the merits of Cursive Handwriting, Manuscript writing, and Slant Lettering in teaching beginners to read. Testing for handedness. Training the left-handed writer. Remedial handwriting at all grade levels. Instructional materials, tests, and motivation at all grade levels.

The Teaching of Geography 2 S.H.
A study of the point of view and methods of teaching geography in this air-minded age in the first six grades of the elementary school. Special attention is given to the subject involved. Selection and organation of material are emphasized. Practice in methods in obtaining geographic information is given. Sources and uses of objective materials determined.

The Teaching of History 2 S.H.
How we may more effectively, through school subjects and activities, develop in each child the qualities of mind and heart necessary for effective participation in all kinds of group life.

Teaching Arithmetic in the Elementary School 2 S.H.
This course covers the history and psychological basis of number concepts; problems and sequence of teaching arithmetic in the grades, the

diagnosis of children's difficulties and study of remedial work.

The Teaching of Health and Physical Education 2 S.H.
This course aims to present to the student specific understandings in the teaching of Health and Physical Education in the elementary school. A study of the specific aims in public elementary schools; the materials and their adaption to age and grade levels; the principles in health, organization ad administration; the techniques and procedures in health, safety and physical education; the appraisal of the results of instruction, growth, development, habits, skill, etc, the acquaintance with professional literature in this field; and a comparison and evaluation of curricular materials.

The Teaching of Music in the Elementary School 2 S.H.
This course provides an examination of the objectives of music instruction in the first six grades. Those procedures through which the objectives may be realized, and the kinds of musical activities leading to an all-round musical education are discussed. Opportunities for demonstration and practice of the techniques of teaching music are offered, and a survey and evaluation of available materials is made.

The Teaching of Art 2 S.H.
An understanding of the philosophy of art education and its relation to elementary objectives and procedures is developed through discussion of recent publications and observation of art programs in progressive schools as well as through experience with a wide variety of elementary art materials. Creative expression, appreciation and better knowledge of color and design, representation and construction are developed through individual and group activity.

The Teaching of Natural Science 2 S.H.
This course is planned to help the teacher enrich the teaching of the physical and biological sciences in the junior high school. Units on community needs are developed on an activities basis.

The Teaching of Language Arts 4 S.H.
Language and Spelling
This course includes a study of the fundamental problems of importance in the teaching of oral and written language and spelling, the selection of the items to be taught, the grade placement of the problems, methods and materials to be used, scientific measurements of class and individual pupil accomplishment.

The Teaching of Industrial Arts in the Elementary Grades 2 S.H.
This course consists of a study of the theory and practice of practical arts in the elementary grades. The major portion of the time is spent in experiences designed to develop fundamental skills and pertinent information about common materials, basic tools and equipment.

Psychology and Materials of Reading
Includes a study of the correct attitudes, habits, and skills to be developed in all phases of reading; the grade placement of methods, materials, problems and the measurement of achievement. (A program in the selection and grade placement of children's literature is included.)

ELECTIVE METHODS — JUNIOR HIGH

Teaching Junior High School Mathematics 2 S.H.
This course deals especially with the special problems in the teaching of arithmetic, intuitive geometry, algebra, and numerical trigonometry

of the Junior High School mathematics.

Teaching English in the Junior H.S. 2 S.H.

Recent trends in the materials to be presented are stressed, as well as the methods of presenting them. Students are made conversant with the new type of tests, and with lists of books to be placed at the disposal of the pupils.

Teaching of Geography in the Junior High School: 2 S.H.
Similar to that course offered to the Elementary group, but adjusted to the Junor High School.

Social Science Methods in Junior High School 2 S.H.
A study of principles and methods adapted to the Junior High School, with emphasis on history teaching.

INDUSTRIAL ARTS

Introduction to Industrial Arts 2 S.H.
The historic periods of industrial arts. The purposes and characteristics of the present period; industrial sources of related activites; the scope of courses of study; organizing, conducting and teaching of industrial arts; selection of projects; other types of shop products.

Organization of Industrial Arts 2 S.H.
Types of shops, advantages of the general shops; planning and equiping of shops; methods of managing shop affairs; pupil-personal training, pupil initiated projects; methods of conducting and controlling the classes.

The Curriculum in Industrial Arts 2 S.H.
The place of industrial arts in general education, its relations with vocational education, reconciliations of conflicting views; the changing curriculum, guide posts in making courses, master lists of graded learning units; the planning of sessions and lessons, instructional aids; evaluating results, records of achievements.

Job Analysis in Industrial Arts 2 S.H.
The kinds of analysis needed in industrial arts The values derived from analyzing shop subjects, jobs and operations into a sequential order of working steps which are to be taught in manipulative activities. The advantages obtained from analyzing related types of information in an arrangement of the ideas which are to be taught in the non-manipulative studies. Practice in making the above kinds of analysis which will form the basis for the planning and giving of a selected series of lessons in industrial arts.

Teaching 8 S.H.
Students in the industrial arts department spend one semester in teaching industrial arts under supervision.

Principles of Industrial Arts Teaching 4 S.H.
This course is designed to acquaint students with established principles of good teaching. Special application is given to unit organization, lesson planning, and the use of teaching aids.

Guidance 2 S.H.
The subject of guidance is reviewed as an integral part of the secondary school. Counseling, types of programs, and the function of every teacher in guidance will constitute the major units. Special emphasis is given industrial arts.

General Shop I 8 S.H.

A study of pertinent technical knowledge with application in experiences in general home repairs and fundamentals in wood and metal finishing.

General Shop II 8 S.H.

Students will plan and make individual projects in each of several areas or choose a comprehensive problem in one field of interest.

Elementary technical knowledge about plastics, ceramics, textiles, leather, and other typical industrial arts units will be studied.

General Metal I 4 S.H.

A study of the production, characteristics and uses of various metals, materials and fastenings used in bench metal and sheet metal work.

Shop practice in forging, tempering, cold forming and assembling work constructed from bar steel.

Sheet metal layouts for patterns, soldering and construction of common seams.

General Metal II 2 S.H.

The making of molds and casting metals.

Advanced problems in sheet metal and bench metal work, including designing and devoloping projects suitable for school use.

Electricity 2 S.H.

An elementary study of current electricity, magnetism, signal systems light and power circuits, and the construction of electrical equipment suitable for school use.

Art Metal 4 S.H.

A study of instructional material, organization and equipment for teaching Art Metal.

The application of decorative and structrual design to school projects.

Shop instruction includes saw piercing, etching, raising, chasine, hard soldering, pewter soldering, spinning, coloring and finishing.

Machine Shop 4 S.H.

A study of the construction and operation of the lathe, milling machine shaper, planer and drill press with related technical information.

Freshman Drawing I 4 S.H.

A course designed to develop proficiency in the use of fundamental techniques and principles of drawing, as well as a frame of reference for organizing drawing experiences in secondary schools. These purposes will be achieved through solving exemplary problems that occur in our living and which require the use of basic types of drawing. Particular emphasis will be placed on industrial applications in this first course.

Freshman Drawing II 4 S.H.

A continuation of freshman drawing I with the emphasis placed on applications of fundamental techniques and principles in aspects of living not considered in the preceding course.

General Drawing 4 S.H.

A course designed to develop understanding and proficiency as regards the several types of drawing and their basic uses covering a range of drawing media. Experiences will involve the execution of drawings illustrating as many basic uses as individual progress will permit, such as: planning for construction, location and relationships of geographical points and indication of contours, visualizing and transmitting trends and relationships, advertizing and display, illustration of stories and ideas. Types of drawing to be used include: freehand, instrumental, and painting

and rendering. Various methods of reproduction will be experienced. The course will be varied to fit the needs of students enrolled.

Architectural Drawing and Design.I 4 S.H.
An approach to the study of Architecture through problems involving the design and preparation of drawings and specifications for a modern home. Emphasis will be placed on: Principles of design, the design process, methods of construction, special drawing and rendering techniques, cost factors and estimating, etc.

Architectural Drawing and Design.II 4 S.H.
A continuation of Architectural Drawing and Design I giving the advanced student an opportunity for further study and experience in the field of architecture through individual and group problems.

Machine Drawing I 4 S.H.
An approach to the study of Machine design and the representation of machines and their parts for purposes of industrial production. Experiences will include execution of detail and assembly drawings, study and application of design factors, study of cost factors, special drawing techniques and principles, etc.

Machine Drawing.II 4 S.H.
A continuation of Machine Drawing I

Organization and Administration of Drawing 12 S.H.
A course designed for those majoring in Drawing and intending to teach in this curricular area. Emphasis will be placed on the development of a sound philosophy for planning the drawing program in public schools, special methods of teaching, planning the physical setting for drawing, selecting and purchasing equipment, evaluating pupil progress, etc. The student will be required to plan a workable drawing program for some selected school.

General Woodwork.I 4 S.H.
An elementary course that provides experiences in manipulative and related phases of woodworking. Basic operations and uses of hand tools and machines: technical, associated and occupational types of information, studies of consumer activities.

Cabinet.I 4 S.H.
Proper sequence in application of the operations that pertain to the use of hand tools and machines in advanced work. The application of joints, hardware, wood turning, surface decorations and materials in construction of project. Studies in rod-layouts and proportions, conservation and seasoning of wood, costs of woods and other market matters.

Cabinet.II 4 S.H.
To study improved manufacturing practices and a more intelligent utilzation of wood products. Care and selection of furniture by the consumer, stressing consideration of construction and design. The responsibility and initiative in planning the work and supplying the materials is placed upon the student.

General Woodwork.II 4 S.H.
To organize several related subjects in the woodworking field in a general course of study; a number of short unit courses in special fields, having a wide range of materials, tools and processes. To stimulate the setting up of a well planned shop and a carefully organized teaching content. To offer an economical way to gain experience in many activities with a minimum of equipment.

Co-operative Woodworking 4 S.H.
To give practical experience in production and the upkeep of the school shop. Planning work, cost of time and material, repair of machinery and tools, improvements in equipment and furnishings. Full shop time may follow an irregular program as approved by the instructor.

General Printing 4 S.H.
This is a beginning course in printing for the purpose of aquainting students with the fundamentals of printshop practice. The first half of the course deals with straight composition, proofreading, lockup work and elementary presswork. The second half includes a study of design and layout, production of typical commercial forms, presswork and bindery operations. Production work is substituted for practice work wherever practical. The shop practice is supplemented by lectures, references reading, and complete notebooks.

Advanced Shop Practice 4 S.H.
This course includes: advanced problems of production, special processes in printng, a study of printing plates, manufacture and use of paper and inks, stock figuring, and cost estimating. The foremanship system is used. Reference readings are assigned and reports required.

Linotype Operation and School Publications 4 S.H.
The first half of this course is devoted to a study of the mechanism and operation of the linotype machines. The second half includes a study of school publications, newspapers and yearbooks, from the viewpoint of organization, financing, journalistic writing, and producton. Practical application is found in work on the Stick.

Printing Design 4 S.H.
This course includes a study of design and layout for printing, color work, linoleum block carving, and silk-screen printing. The time will be divided between lecture work, laboratory, and shop practice.

In-Service Courses for Experienced Teachers

Abnormal Psychology 2 S.H.
A brief survey will be made of the development of the mental hygiene movement. Emphasis will be placed on the prevention of personality disorders through proper child care. Modern methods of treatment will be analyzed and evaluated in detail.

Applied Sociology 2 S.H.
In cooperation with Social Agencies, a survey analysis is made of the areas and opportunities wherein the school and other community agencies can promote social order and progress.

Geographic Factors in World Peace 2 S.H.
This course will help teachers to understand the nature and significance of the following geographic factors in establishing world peace: (1) petroleum industry, (2) iron and steel industry, (3) rubber, (4) wheat and rice.

An intensive study will be made of the location, the control, the supply, and the need for these four basic raw materials in our industrial civilization.

Industrial Arts in The Elementary Grades.I 2 S.H.
The course will provide actual experiences with the simple tools and materials uesd in working with wood and metals on the various grade

levels.

Simple projects will be made. Their designs and drawings will be considered. Information will be brought out which is related to the materials, supplies and interesting pieces of equipment used in the making of the selected projects.

Industrial Arts in the Elementary Grades II 2 S.H.

A continuation of a first semester course in which elementary school teachers have been helped to understand the fundamental shop processes in the making of useful school projects.

Seminar in Thesis Writing 2 S.H.

This course, required of all graduate students, is practical rather than theoretical. In an atmosphere of suggestion, discussion, analysis and criticism, each member of the seminar usually gets a promising start on his thesis. The collection of masters' theses in the college library is used as reference material.

World Drama 2 S.H.

A survey of the tradition of great European drama will be presented in an attempt to tell the story of our chief heritage.

STUDENT EXPERIENCES AND ORGANIZATIONS

The Student Cooperative Association is the central organization in general control of student affairs. It operates through a council composed of two repesentatives from each class and four upper class officers elected at large.

The Council acts as an agency for co-ordinating and consolidating the extra-curricular activities program. Regular meetings are held each week and afford opportunity for the presentation and consideration of questions affecting student welfare. Its committees plan the social calendar, fix and operate the activities budget, plan assemblies, charter clubs, and collect data and prepare reports relative to college enterprises and their management.

Student Professional Experience

Every opportunity is given the students to develop professionally through contacts with leaders in the educational field and through visits to cultural centers. Students attend National and State Conferences visit museums, industrial plants, state institutions, school systems, and and other centers of interest.

Valuable training of the students in the conduct of large meetings is gained through the joint planning with the faculty of assemblies. These assemblies provide helpful, stimulating information on live, current issues.

Annual and Traditional Events

Outstanding among the contributions to the general campus enjoyment and educational values are the traditional and annual social events. Among these are Proms, informal dances, banquets, reunions, carnivals, Glee Club presentations, Drama Club productions, Art exhibits, Todd Lecture, Senior Week, and Commencement.

Students Publications

Students have ample opportunity to develop literary talents. Among the school publications are the Saxifrage Yearbook; the College weekly paper, the Stick; the College Handbook; and a directory.

Resident men and women of Palmer and Miller Halls respectively have their separate Boarls which cooperate with the faculty sponsor in Palmer and with the Dean of Women in Miller in directing and sponsoring activities. Promoting satisfactory study hour standards, practice in the acquisition of desirable social skills, and caring for a small library are some of the ideals and work of the students of these dormitories.

Both the commuting mens' and womens' Boards control all activities relating to the comfort and welfare of these men and women who do not live in the halls. Each group has a rest room and a lunch room where College life is made more enjoyable and comfortable.

Class Organization

Each of the four classes is organized, chooses its faculty sponsor, and carries on social and cultural activities, not only for the individual class but also for the entire College.

RECREATIONAL FACILITIES

Men's Athletics

Intercollegiate and intramural athletics are carried on by the Department of Physical Education. Intercollegiate athletics are supervised by the Athletic Council composed of five faculty members, one of whom is the director of physical education and athletics. Fitchburg State Teachers College is a member of the New England Teachers College Athletic Con-

ference and schedules are arranged with other conference members in soccer, basketball, and baseball, as varsity sports.

Intramural schedules are carried on in speedball, touch football, basketball, ice hockey, volleyball, softball, tennis and horseshoes. Interclass tournaments and meets are held in various class activities consisting of individual athletic events, tumbling stunts, fencing, boxing, wrestling and college athletic achievement standards. Year after year these activities have given a larger place in the physical education program.

This program has twofold purpose: one the provision of a basic skill training with each student offered an opportunity and encouragement to participate in some individual sports activity: the other, the provision of opportunities for participation in advanced skills and practice for professional preparation.

Women's Athletic Association

The W.A.A. is sponsored by the Women's Physical Education Department with the assistance of a student board which is responsible for a full program of recreational activities. The major sports are field hockey, soccer, basketball, volleyball and softball. Other activities of an intramural nature include badminton, archery, tennis, pingpong, shuffleboard, bowling,hiking and modern dance. All women students are welcome and urged to participate in any or all of the activities.

Points are awarded for attendance at practices and for membership on teams in competition. Monograms, pins and blazers are given at the end of each year to students earning certain required points.

The W.A.A. also sponsors friendly competition and sports with New England State Teacher's Colleges. The State Teacher's Colleges Of Massachusetts meet at an athletic conference once each year.

Co-recreation

On three days a week, the noon-hour is given over to co-recreation for all students. Volley ball, badminton, pingpong, shuffleboard, checkers, bridge and chess are the activities in which students most generally participate.

Dancnig

Each Tuesday evening from 7 to 8 o'clock all students are invited to participate in an hour of social dancing. This is sponsored by a Joint Committee consisting of women and men representing the College dormitories and the commuting students.

The winter carnival and Carnival Ball is an annual event.

DEPARTMENTAL CLUBS AND SOCIETIES

The college has the usual quota of student clubs and organizations which make a very definite and valuable contribution to the college life, and to the education of the individual college student. Students are advised against joining too many organizations, and are limited to a maximum of three for the year. Among these are the Art Club, the Student Forum, the Glee Club, and the Dramatic Club.

GRADUATES — 1943

January

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Industrial Arts Course

James Thomas Amsler	West Roxbury	Harvard Leighton	Leominster
William Richard Cove	Worcester	Norman Gustaf Pope	Worcester
Richerd Damon de Lsedernier	Auburndale	Clifford Harding Querolo	Everett
Richard Henry Eagan	Agawam	Philip Huntley Shebell	Fitchburg
Eino Oscar Hakala	Fitchburg	Joseph Rene Thomas	Fitchburg
John Coleman Hoye	Fitchburg	Nelson Franklin Wood	New Bedford
Richard Paul L'Ecuyer	Fitchburg		

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Junior High School Course

Richard Harvey Bejune	Worcester	John Stuart McCaffrey	Leominster
John Joseph Chase, Jr.	Somerville	Philip Arther McGuirk	Fitchburg
James Edward Feeley, Jr.	Worcester	Harry Anthony Mitchell	Leominster
Turo Lauri Hallfors	Fitchburg	John Edward O'Neil	Cambridge
Maguerite Scanlon Healy	Leominster	George Ashline Peck	Leominster
Charles Arther Hodgeman, Jr.	West Townsend	Frank Anthony Romano	Fitchburg
John Francis Killelea	Leominster		

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Elementary Course

Nellie May Bartley	Leominster	Madelaine Mary Murphy	Leominster

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Vocational Course

George A. West	West Roxbury

June

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Junior High School Course

Gwendolyn Patricia Lovewell	Gardner	Frances Roslyn Vallely	Sanford, Me.
Margaret Anne Shea	Boxboro		

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Elementary Course

Thelma Helen Anderson	Fitchburg	Janice Sumner Lane	Leominster
Edith Louise Beauchamp	Belmont	Thersa Catherine McManus	Littleton
Jane Beers	Leominster	Lillian Rita O'Mealey	Leominster
Cynthia Ann Blazo	Watertown	Anna Loretta O'Neil	Leominster
Yolanda Marilyn Bramante	Fitchburg	Martha Patari	Ashburnham
Estelle Katherine Carson	Shirley	Helen Duncan Phelps	Plymouth, N. H.
Helen M. Chadwick	Methuen	Phyllis Hancock Pierce	Leominster
Edna Mae Charrier	Fitchburg	Amy-Jean Simmerman	Fitchburg
Elaine M. Curtin	Winchendon	Catherine Ann Sullivan	Fitchburg
Marion Smith Dynice	Littleton	Anne Helen Swiryda	Shirley
Anne Elaine Emerson	No. Billerica	Tena Monica Sironaitis	Orange
Eila Anita Honkonen	Fitchburg	Mary Mildred Thomas	Fitchburg
Ruh G. Hoye	Taunton	Marjorie Thurlow	Leominster
Grace Charlotte Johnson	Clinton	Luella Pearl Topping	Malden
Majorie May Killelea	Leominster	Mary Frances Towle	Westminster
Dorothy Harris Kaake	Leominster	Hilda Smith Whiting	Barre
Constance Marie LaForce	Southbridge	Beatrice E. Whitten	Fitchburg

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Industrial Arts Course

John Joseph Labenski — Everett

August

BACHELOR OF SCIENCE IN EDUCATION DEGREE
Industrial Arts Course

Theodore John Cote	Leominster	Herman August Pohlman	Newtonville
Harry Newton Erb	North Chatham	Gardner Philip Sherman	Dighton
John Patrick Griffin	Leominster		

Junior High School Course

Donald Francis Flathers	Fitchburg	John France Magane	Leominster

Elementary Course

Edna Farrell Burns	Leominster	Helen Veronica Morgan	Housatonic
Ruth Edith Coule	Hasbrouck Heights, N.J.	Sylvia Turunen	Fitchburg
Ruth Elizabeth Gill	Hudson	Besse Arline Wickham	Fitchburg
Ruth Hart	Leominster	Florence Belle Wight	West Springfield
Ruth Moran Hutcheon	Ashburnham		

Master In Education

Elma Marie Johnson — Fitchburg

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